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"Integrating Elementary Instruction," page 218.

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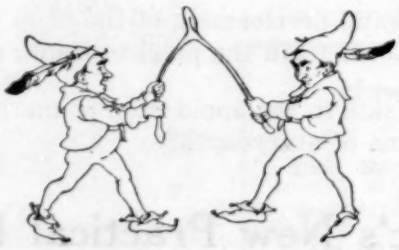

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EDITORIALS

Biographical Achievement

ENTIRELY aside from where and when one was born and apart from his ancestry and scholastic opportunity there is virtue in achievement, as has been gloriously demonstrated by Lindbergh and Alvin York.

This functioning in achievement will be magnified in the Journal of Education during the coming months. The editor has the opportunity to know who are achieving and what they are achieving as few have had an opportunity to know for the past forty-two years and more, and he has never been under the necessity of estimating the effect of achievement upon any institution, philosophy, clique or section.

There have been two interesting and important professional official reports recently made that bear upon achievement as a determining factor. First, the officials of the Rhodes Scholarship Fund say that only five American Rhodes scholars achieved anything worthy of note. It is interesting that they point to United States Commissioner Tigert as the most conspicuous success. Second, it is announced that men and women with an earned degree as Doctor of Philosophy rarely make any contribution worthy of note.

New York University is to have a chemistry building costing $602,168, the gift of William H. Nichols.

Practice Not Drill

WE HOPE some impression has been made in the campaign to substitute the word *practice* for *drill*. It is forty years since we began to plead for the change. It is forty years since we first said: "To drill is to bore." Since we first said that we make a child drill on what he does not want to do, while he will gladly practice whatever he is interested in, and the business of education is to have children glad to practice what they need to learn. Many recent books are using the word *practice*. We

have no idea that we should have any credit, for it was a useless appeal for nearly forty years, but we rejoice that the change is coming, whoever helped it to come.

School Museum Relations

HENRY TURNER BAILEY of the Cleveland School of Art and Carl G. Rathmann, assistant superintendent of St. Louis, have inspired activity in the National Education Association and the American Association of Museums. They insist that the schools and the museums should co-operate to enrich progressively the intellectual, cultural and emotional life of the people. Such enrichment will come to the individual as the result of experiences with Nature at first hand, with works of art, with museum specimens and with other original objects having human interest. The schools should lead in placing emphasis on nature study in the great outdoor museum, where everything is alive. To promote such activity provision should be made for generous school gardens, for public parks within walking distance of every school building, and for free transportation to some observational area. These primary experiences should be supplemented by contact with the material gathered in museums of science, art, history, and industry, whose contents should be placed freely at the service of the public schools.

Teachers of Evansville, Indiana, have tenure after three years of successful service.

Passing of Dr. Tichenor

DR. EDWARD B. TICHENOR, head of the Department of Psychology, Cornell University, who died of cerebral hemorrhage on August 3, was a brilliant promoter of physiological psychology, as it was styled when he came to Cornell thirty-five years ago. He had the latest message on laboratory psychological demonstration, but he was devoutly scholarly at the same time, which gave him greater influence educationally than had anyone else at that time. He was an inspiring teacher and a clear and forceful writer.

Is it impossible for adult educators to realize that the world of the youth of today is not the world of their youth?

The Chicago Situation

IT IS absolutely impossible to understand the Chicago situation. It is inconceivable that Chicago can gain anything, educational or civic, locally or nationally, by the present line of action regarding Superintendent McAndrew. Personal prejudices are easily aroused, but the idea of dismissing a superintendent because he was not born in Chicago when neither of his official antagonists was born in Chicago is absurd; because he objected to the School Board's action in dismissing office help that was highly official is even more absurd, and because he did not support a candidate for mayor who was abusing him viciously every day may win votes on a prejudiced School Board, but it will hardly increase respect for the city at home or abroad.

There is no escape from the periodic excitement over city employees living in the city that pays the wages or salaries.

Platoon Progress

W. A. WIRT, when superintendent in Bluffton, Indiana, had a vista of the Platoon School in 1902. He magnified this when he became superintendent of Gary in 1906.

By 1913 there was an adaptation of this in New Castle, Pa.; Kalamazoo, Mich.; Kansas City, Mo., and Sewickley, Pa. From 1914 to 1920 it was adopted by thirty-five other cities; from 1921 to 1925 fifty-three other cities adopted it, and there were ninety-three cities with a total population of 16,000,000 adapting the Work-Study-Play scheme to their schools.

This means half of the cities with more than 100,000 or more, one-fifth of the cities having a population of more than 30,000. In July, 1926, one hundred and ten cities in thirty-three states had schools on the platoon plan.

Mary Lyon had a salary of two hundred dollars a year and board as principal of Mount Holyoke Seminary, and she was satisfied and happy.

Dupraw Remains Champion

ONCE again a writer of Gregg shorthand has won the world's shorthand championship, and Martin J. Dupraw, who has successfully carried off the trophy twice before, wins it permanently. In Texas with the thermometer registering over a hundred in the shade the annual shorthand contest of the National Shorthand Reporters' Association was held. San Antonio was the scene of battle.

Martin J. Dupraw, a graduate of the High School of Commerce, New York City, and a student of law at New York University, first broke into print as a tennis player and shorthand expert combined. In 1925 he carried off

the honors in the Metropolitan Junior Doubles tennis championship, and in the same week led the world in a shorthand contest.

Mr. Dupraw was first on the 220-words-a-minute literary matter dictation, making but seven errors. He was the only one to qualify on the 260-words-a-minute-jury-charge test with forty errors, and was second on the 280-court-testimony test with only twelve errors.

Charles Lee Swem, twice world's shorthand leader, and formerly official reporter and stenographer to President Wilson, came back strong at the highest speed, securing first place with but ten errors. On the 220-literary-matter test he was second, making twenty errors. Nathan Behrin was third on the two tests, 280 and 220 respectively, making twenty-two errors on the former and thirty on the latter. The championship therefore goes to Mr. Dupraw, who becomes the permanent owner of the trophy, which he has won three times in succession. Mr. Dupraw is the present New York State champion, having won this honor for two successive years, and also holds the open Ohio shorthand championship.

The only other contestant to qualify on any of the tests in San Antonio was Miss Helen W. Evans, the instructor of the expert department of the Gregg School, Chicago. Miss Evans qualified on the 175-words-a-minute test with but nineteen errors. That makes three writers of this Gregg shorthand who have won honors in the contest, and Mr. Gregg is to be congratulated, too, upon these fine achievements.

Dartmouth College is to receive nearly a million dollars from the estate of Randolph McNutt of Buffalo.

Character Education Program

GRANITE SCHOOL DISTRICT, Utah, Francis W. Kirkham, superintendent, has the most inclusive and intensive character education program we have seen.

One of the most important objectives in education is the formation of moral character. The greatest menace to right character development is idleness or the improper use of leisure time. In order to vitalize and strengthen the character education program the Board of Education authorized the employment of a number of teachers to outline, supervise, and direct the character education program for pupils of the seventh, eighth, ninth and tenth grades during the summer vacation. The work consists of health, citizenship, project work or regular employment for boys; and health, citizenship, and home-making projects and employment for girls.

Each pupil participates either as a member or officer in one community activity that makes for the development of character. Each pupil also enrolls in a vocational project, has work at home, or will be in regular employment, and will make a detailed systematic written report of accomplishments including money earned and expended.

The entire summer program is on a voluntary basis and parents indicate their approval of the plan and their willingness to co-operate by signing the pupil's enrollment card.

Mr. Kirkham was one of the leaders in the famous educational crusade in Utah under the leadership of Professor P. G. Holden in 1920, and he has never lessened his interest or put a muzzle on his messages until at last there is a well-worked-out character education program in operation in the Granite District over which he presides.

More children are killed by accident in vacation than in the entire school year.

Green Bay, Wisconsin

WE DOUBT if any other city of 35,000 population, two hundred miles from a metropolitan city, has surpassed Green Bay, Wisconsin, in amount and variety of appropriations for educational and public spirit activities. Recently the city has built two new high schools with appropriations for the two of $1,500,000. The citizens have paid $560,000 for a new Young Men's Christian Association building and equipment, a new Columbus Community Club House costing $663,000. This building has a beautiful auditorium for community use that will seat 2,500.

Universities are beginning to clean house, expelling students for drunkenness and other vicious rowdyism.

Logan to Newark

JOHN H. LOGAN, state superintendent of New Jersey, goes to the superintendency of Newark on a salary of $15,000, which solves Newark's complex problem which seemed for a time to be unsolvable. Mr. Logan has been one of the outstanding state superintendents in matters of professional achievement. He has done things all the time and has kept off the political rocks and the professional shoals, and there is no danger that anything can go wrong even in Newark under his leadership.

California teachers are to enjoy tenure.

Belding's Page

CRAMPED QUARTERS.

OCCASIONALLY a community may find itself suddenly and unexpectedly confronted with more pupils than it has rooms or seats to accommodate. Conditions are not always predictable far enough in advance so that provision can be made to meet them. In this case the community is excusable if it rises to the emergency and sets about supplying temporary accommodations on the one hand and permanent construction of an approved sort on the other.

The one thing that is without excuse is for a community to neglect the housing needs of its school children year after year, letting matters go from bad to worse, or catching up so slowly that it never catches up at all.

There is no cause for pride in the number of portable classrooms used to seat the overflow. There is no cause for boasting in the number of rooms which are required to do double duty, yielding scrimpy instruction to one group of pupils in the morning and to another in the afternoon, for example.

It is not fair to the boys and girls, nor is it fair to their teachers, to make them get along with less than they ought to have for best results.

Something is wrong with the hearts and minds of the citizens in a place which will allow such a situation to endure very long.

NO MINOR ROLES IN TEACHING.

THE costs of public instruction in the United States have reached the sum of $2,000,000,000 annually. Rather an amazing total, even after the big war has taught us all to think in terms of billions.

Approximately 27,000,000 young Americans will be in the classrooms of the nation, settling down to their daily tasks, before this issue reaches our readers. Nearly a million teachers will be guiding those boys and girls, young men and young women, toward the goal of enlightenment and wisdom.

How small appears the task of an individual teacher when viewed as part of this huge program!

Yet the individual's task is just as big as ever it was, and a great deal bigger. Life has become so much more complex that the standards to which both must be made to measure up are higher and more difficult than they were in the long ago.

The relations of a teacher to a class are just as important in a building with fifty classrooms as they were when the school contained but one room with one teacher struggling heroically to do twenty things at once.

The teacher's part in education is not to be reckoned in comparison with the number of teachers in the country or the amount which the public is cheerfully investing, year after year, in this great and splendid enterprise, but rather in terms of the vast potential worth of each child and each youth. Just as the confident public believes that community, state and nation will receive enormous dividends from the educational investment, so does the teacher expect a rewarding return upon energies spent in opening half-shut eyes and half-closed ears to the truths that are all around them.

School will not be dull to the teacher who has seen what miracles are done by education, and who hopes to perform some of these miracles, in co-operation with the awakened soul of the child.

STRETCHING THEIR HORIZONS

ESTIMATE if you can the value in international understanding which will be gained from the sending of 300 Princeton students to spend next summer studying in universities of the Argentine Republic!

This enterprise, financially backed by the Carnegie Foundation, is meeting with enthusiastic support at Princeton and in the Argentine institutions. The Argentine ambassador in Washington regards the move as one of the most worthwhile things that has ever been undertaken to strengthen friendship between his nation and the United States.

Our country has been prone to think it had much to give to other races and peoples in the way of instruction, and but little to get. A mission of study by several hundred young Americans eager to learn what they can from their South American neighbors will be a fine compliment to the nation visited.

We shall see more rather than less of these pilgrimages as time goes on. The world is rapidly shrinking in size through the improvements in communication. Woe be to those who "think the rustic cackle of their bourg the murmur of the world!"

Anson W. Belding

Associate Editor.

A Child's Right to Success

By KATHERINE E. DOLBEAR

Supervisor of Elementary Science, New Rochelle, N. Y.

EVERY child in every class should have an opportunity to succeed in something. It may be true that certain children have an over amount of self-confidence. Contact with the world will help to moderate this, but the child who has been allowed to fail continuously will lose confidence in himself to such an extent that later successes will never be able to regain for him the assurance which he should have developed in his youth.

Those of us who know from experience what failure means realize what a tremendous effort is required to overcome the handicap. Probably those who have always been successful in everything they have undertaken can never appreciate the disheartening effects of failure.

Is it possible to conduct one's classes in such a manner that they may progress satisfactorily and yet allow the slower pupils to get the stimulus of success? Perhaps that may not be possible for every child in every subject, but it certainly should be for every child in some subject. We have found that frequently children who are almost hopeless in formal school subjects do very good work in nature study. They perhaps spend more time in the open and make careful observations about birds, flowers or little furry animals. In their eagerness to tell about these things such children frequently forget themselves for the moment, and, freed from embarrassment, they express themselves clearly and well. If their grades in English could be given during these moments of inspiration some report cards would be more acceptable to troubled parents.

In a physics class some years ago one very beautiful girl had considerable difficulty in grasping the various principles. She was accustomed to failure not only in physics but in other subjects as well. One day when the class was struggling with an abstraction which could not be cleared up by demonstration, the expression on the face of this generally slow comprehending girl suggested that she had grasped the point. She was the only one in the class who had—what an opportunity. Before this class which had generally looked upon her as rather dull she was able to explain the point which had brought them all to a standstill. There was a fine spirit in the class and nearly every member of it was as pleased over the success of their comrade as she herself was.

The radiant expression on her face was so exquisite that a camera should have caught it to help us remember how great a stimulus success can be. On my return to my room that afternoon I found a beautiful basket of fruits artistically decorated with violets and lavender ribbons. In it was a card bearing the name of this lovely girl who had been so thrilled by her opportunity to rise in the estimation of her classmates.

After this experience her interest was keen. She was by no means the first to understand most problems, but her perseverance never waned and she completed the course satisfactorily.

Similar cases arise frequently, and if we can give each member who is failing an opportunity to distinguish himself and regain confidence in his own ability we have given him one of the biggest assets for success in life as well as in school studies, and we may count the opportunity as one of the greatest privileges offered to any teacher who has a true professional spirit.

Americans love an honest man, and that means not only one who doesn't steal but the consistent and candid, who can disagree with public opinion if necessary and whose policy is open, above-board, free from secret ties. Americans love a man of courage, who has positive opinions and adheres to them; who can resist pressure; and they would rather have obstinacy than a facile will; they want a man who can stand against influence, abuse, and misrepresentation. Americans love a belligerent leader, because they believe that the forces of evil are belligerent and tenacious. They want a leader of constructive power, who can draft legislation and force it through by weight of his will, backed up by public opinion. Such a man, whether selectman, mayor, governor, cabinet officer, or president, calls out the enthusiastic confidence, the vital support, and the personal affection of many of his countrymen.

—Albert Bushnell Hart.

The All-Year School

By SALOME J. DUGGAN
George Peabody College, Nashville, Tennessee

"TO BE or not to be, that is the question." The sanity of Hamlet has been questioned, but whether his madness was feigned or real, his decision was "not to be." The question of the All-Year School was decided "to be" by the Nashville Board of Education three years ago.

It has proved to be of such advantage to not only the child, the first consideration, but also to the teacher and community at large, that other cities are seriously considering the adoption of this system.

Nashville has been rightly called the "Athens of the South" on account of her many educational institutions. She has unusual advantages along educational lines not given to many cities. The teachers in the public schools do not have to go elsewhere for their academic and professional training, but can avail themselves of that opportunity while engaged in teaching.

Many of the Nashville teachers are taking courses of training at Vanderbilt University and George Peabody College for Teachers while teaching. By this means they are enabled to sustain themselves while in training. They are able also to try out the many methods and theories in modern teaching. A teacher or student who has had a careful technical training in theory knows nothing of practice unless he has had experience to test those theories. A medical or dental student must have had not only technical training but actual experience and practice on patients before he is turned loose upon the public. Of course he works under trained and experienced physicians, just as the teacher works under supervision.

The public at large may not know just what the advantages of the All-Year School are, but those who have read the address by H. C. Weber, superintendent of the Nashville schools, on "Defence Through the Educated Quota," "The All-Year School," will clearly see what it means.

William McAndrew, president of the Department of Superintendence of the National Education Association, in February, 1925, asked Mr. Weber to deliver an address before the N. E. A., which met in Cincinnati on that date.

William Gupton, president of Board of Education, Nashville, states that in the first place the need for the All-Year School is satisfied by offering opportunity:—

1. For the doing of advanced work and overcoming retardation, due to illness, lack of study, or insufficient early training.
2. For the pursuit of partial courses to even up classes which is especially serviceable in the Junior and Senior High School grades, where promotion is made by subjects instead of average of all subjects in the grade.
3. For the review of studies in which the student has passed, but with such lack of thoroughness that a repetition of the course is desirable to furnish more thorough training. This especially applies in grades below the junior high, where promotion is determined by average. The "All-Year Plan" applied not to a part, but to all, of the schools of all grades in the public school system of the city. The summer term of the "All-Year Plan" differs from the usual "Summer School" or "Vacation School" in that the work done is exactly the same in time spent and length of course as in any other term. The school year is divided into four terms, or quarters, of twelve weeks each. A student completes a year's work either by carrying three terms of work during the regular year or substituting the summer term, but by attending during this term a student so desiring may secure exemption from attendance during one of the other three following terms. The character of the work done during the summer term has been of a very gratifying nature for several reasons. The fact that attendance is purely voluntary and the seriousness of purpose of those attending have made results unusually good. That health has not been impaired is evident from the per cent. of attendance.

The medical inspectors report no bad effects from attendance during the summer term; the general health of the children is improved by holding them to regular habits of living.

"With compulsory attendance law, the regular winter term enrolled 20,000 pupils," Superintendent Weber says. "The summer term's attendance, which was wholly voluntary, was 13,000 or 64 per cent. of the regular term's enrollment. The per cent. of attendance of those enrolling for the summer term was 94 per cent.

"The regular fall term following the first summer term opened with a larger attendance than

any term of the previous year, notwithstanding the fact that 13,000 children who had voluntarily attended the summer term were exempt under the school law from attending school for three months.

"Teachers are paid their regular monthly salaries, thus enabling them to receive twelve months' pay and still have two weeks off twice a year. Children and teachers can elect which of the three terms they will work in school, and which of the twelve-week terms, in addition to the four weeks' regular vacation, they will take off for pleasure or work in other fields of activity." The fact that the failure of the experiment of all-year schools elsewhere was well known by the superintendent and Board of Education did not prevent them from adopting this plan. An intensive study was made of these experiments and failures in other cities.

The general results of this experiment in Nashville for the past three years have been of such a gratifying nature that the Board of Education is justified in declaring the system a success.

With the rapid strides being made in the educational world today the All-Year School will doubtless become the American System of Education.

Why Not Italian?

By HENRY GRATTAN DOYLE
George Washington University, Washington, D. C.

MANY people believe that the chief value of the study of modern foreign languages lies in the acquisition of a broader viewpoint, in the ability thereby gained to estimate more fairly—if not more sympathetically—the foreign civilizations concerned, to understand better the life, culture, customs, and racial and national psychology of other countries. If this is true, as I believe it is, certainly Italian should be studied to a far greater degree than is now the case in American schools and colleges.

Italian is the language of more than 40,000,000 people. It is the native tongue of one of the great cultural races of the world. Millions of people of Italian birth or parentage are scattered throughout the globe. Italy is one of the great powers, important in international affairs both politically and economically. Her financial, industrial, and commercial regeneration is one of the striking phenomena of the post-war period. But aside from all this, and looking only at what we may call non-nationalistic activities, the Italian civilization is a most significant aspect of modern life. Italy is taking a leading part in the development of science, both pure and applied, just as she always has in the fine arts, in music, and in letters. Her people represent much of the best of traditional Latin culture, combined with modern energy, progressiveness, and industry. Surely a knowledge of this great race and of its language, literature, and civilization is worth having; surely there is a place for it in American education commensurate with its importance.

No one who is familiar with conditions can possibly believe that the study of Italian has yet attained its rightful place here. In spite of recent encouraging improvement the relative lack of interest in Italian is little short of a disgrace in a nation that produced such lovers of Italic culture as Longfellow, Lowell, and Charles Eliot Norton, and that today can boast of such Italian scholars as Grandgent, Wilkins (recently called to the presidency of Oberlin), McKenzie, Vaughan, Altrocchi, and others. It is little short of a disgrace in a nation that annually sends thousands of pilgrims to Italy's great shrines of art, archæology, and architecture; that annually spends hundreds of thousands of dollars on Italian music and musicians; that annually does a great and growing business, import and export, with Italy and with Italians. It is little short of a disgrace in a nation that has a large number of good citizens of Italian birth or descent, including an unusually large proportion of successful business and professional men. It is little short of a disgrace in a nation that has always enjoyed the friendliest of relations with Italy, and that has in Italy an important commercial customer and an increasingly important commercial competitor, whose language is and will continue to be a fundamental commercial and diplomatic asset to any American engaged in our foreign service or our great foreign trade.

Our customary indifference—not to say obtuseness—and lack of vision in educational matters would seem to be the only explanation of this distressing state of affairs, were there not another factor in the situation—the rather general feeling among Americans of Italian blood that it is a sign of true Americanism not to attempt to keep alive in the second and later generations a knowledge of their ancestral language and a respect for the ancient culture of their forefathers. This attitude from one point of view is a splendid evidence of their

fine qualities as citizens, and is greatly to their credit; but it is based upon a false assumption.

Every American, native or naturalized, should speak English as his first language. Every American child should have a predominatingly English language-consciousness. There is only one real American attitude on that. But it is possible to be a good, loyal upstanding American citizen without rooting out every trace of affection for the language and culture of one's ancestors, every vestige of pride in their accomplishments. Such affection and pride ought to be the heritage of Americans of Italian descent.

If Americans of Italian blood would follow the example set by Dr. Charles Paterno and others in such activities as the splendid "Casa Italiana" recently established in New York City, or if they would merely give their interest and support to the cultivation of a proper interest in the Italian language and culture, existing classes in Italian would soon be crowded and new ones formed in many secondary schools and colleges in which Italian has not hitherto been offered. Competent teachers are available and more would be trained to meet the demand. Excellent textbooks in Italian from the elementary to the advanced level of study are now accessible, thanks to the enterprise of American teachers and publishers. All that is lacking is an expressed demand; the potential demand is unquestioned. Students of music, the fine arts, history, archæology, literature, would find it possible to acquire without the present inconvenience an invaluable—not to say essential—tool. In the sciences Italians are eminent not only in such basic subjects as mathematics and physics, but in electrical and hydraulic engineering, in radio, in aeronautics, in the applications of chemistry to modern industry; they not only excel in philosophy, but in psychology, psychiatry, criminology. They are on their way to an important position in shipbuilding and operation. Not only advanced students in many scientific fields, but young men preparing for careers in foreign service would find in Italian a great professional and social asset. Last, but not least, many students, for whom no "practical" reason for such study could be advanced, would gain through the study of the Italian language and literature a sympathetic appreciation—or at the very least a fair standard for judgment and interpretation—of one of the great races of the world.

Nearly a hundred and fifty years ago John Adams wrote to his wife: "I must study politics and war, that my sons may have liberty to study mathematics and philosophy, geography, natural history, naval architecture, navigation, commerce, and agriculture, in order to give their children a right to study painting, poetry, music, architecture, statuary, tapestry, and porcelain." Those of us who crave for America a greater interest in those things which Adams hoped his children's children might study would see in an increased demand for Italian and allied subjects a forward step towards Adams' goal.

It Ain't the World, It's You

Don't blame the world when things go wrong,
And you have met rebuff;
Don't censure any of the throng
That seek to call your bluff.
Investigate and you will find
That what I say is true—
Don't tell me that the world's unkind;
It ain't the world—it's you!

You say the world has used you bad,
And caused you tears and woe,
And made your life depressed and sad,
But friend, it isn't so!
The world is full of joy today,
And woes are mighty few;
Just stop and think and you will say
It ain't the world—it's you!

You tell me that the world is hard,
That gladness isn't here;
That happiness and love are barred,
And folks are not sincere.
You say the world treats you with scorn,
And that it's fickle, too;
But just as sure as you are born,
It ain't the world—it's you!

We're always prone, when in the dumps,
To blame the world and say
It only gives us kicks and thumps,
As we go on our way;
But it's a mighty good world, yet,
So take this little cue,
And quit your kickin'—you can bet
It ain't the world—it's you!

—Exchange.

High School Commencement

By O. T. CORSON
Oxford, Ohio

NO MORE important occasion comes to any community than that of the High School commencement. It is then that an unusual audience assembles, made up of the best people of the community, holding different views concerning religious, political and other questions, about which people are not agreed, but united in their loyalty to the public schools which give an opportunity for education to all the children of all the people.

The commencement audience is also unusual in the one purpose which brings them together—that of paying their tribute of respect and admiration and love to the best boys and girls of the community who have had the grit to finish the task of completing the work of the public schools, thereby demonstrating that they possess the uncommon virtue of perseverance which is fundamental in achieving success.

Primarily the commencement is held to honor the boys and girls who have proved that they are worthy of honor. It is a time of congratulations in which we all heartily join.

But the commencement is also a challenge not only to the members of the graduating class, but also to their parents and friends, to dedicate themselves to the ideals which are fundamental in the life of both individuals and nations—ideals which are as old as character itself. The first of these ideals is reverence.

"Reverence," says someone, "is one of the signs of strength, irreverence is a certain indication of weakness. No one will rise high who jeers at sacred things. The fine loyalties of life must be reverenced or else they will be foresworn in the day of trial."

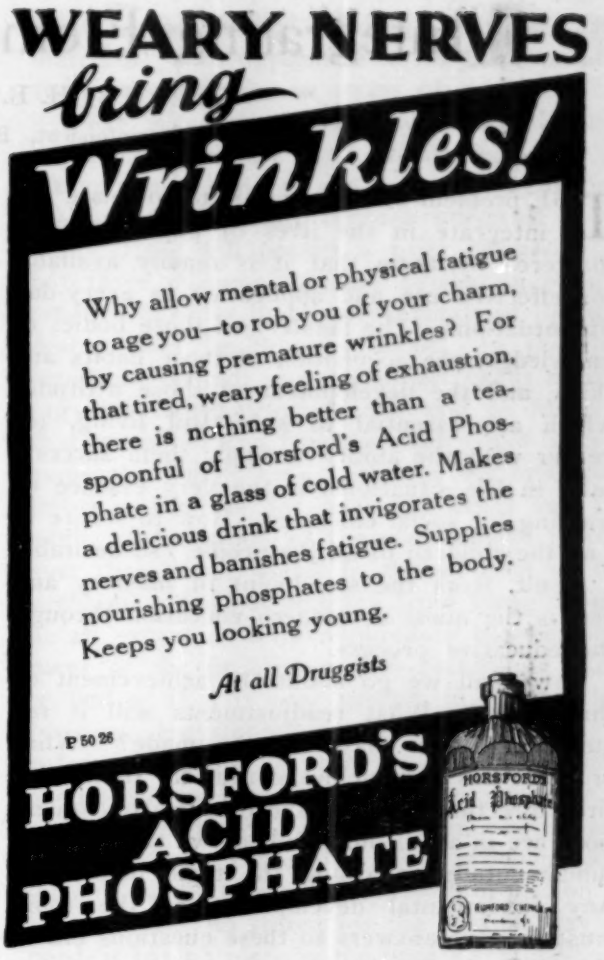
It is the reverence of children for home that makes family life so beautiful and so sacred. It is the reverence of children for teachers and schools and the truth taught therein that makes school life ideal. It is the reverence of men and women for purity and virtue that makes social life wholesome and safe. It is the reverence of citizens for law and order and human rights and property rights, the rights of both labor and capital, that makes government possible. It is the reverence of humanity for divinity that makes religion a reality. Remove reverence from the human soul and you destroy all that is sacred in human life and thereby destroy the foundations of home and society and government.

Closely related to reverence is obedience. Wherever genuine reverence exists, obedience will naturally follow. With reverence in the home there will be obedience to the desires and wishes of parents; with reverence in the school there will be obedience to the requirements of teachers; if men and women reverence purity and virtue they will be obedient to the social code, which is the product of right living by the best people.

Work is always a blessing, idleness is always a curse. Work—persistent, purposeful, hard work—is an absolute necessity not only in securing an education but in using it after it has been received. Lack of respect for work, either with hand or brain, or both, is an indication of snobbery which has no place in a country like ours.

False, indeed, is that ideal which presumes that education is to fit for easy places in life. All true education prepares for harder work more efficiently done. It is in the teaching of these ideals of reverence, obedience and industry that the public schools do their most important work. The mission of the high school is to inspire devotion to ideal citizenship which will establish universal faith that "government of the people, by the people, for the people, shall not perish from the earth."

With such ideals to guide the youth of our land, and to inspire the citizenship of the nation, we may look to the future with a firm faith that "government of the people, by the people, and for the people, shall not perish from the earth."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Integrating Elementary Instruction

By H. B. WILSON

Superintendent, Berkeley, California

THE problem of education is to so relate and integrate in the lives of pupils what is mastered by them that it is readily available for effective use and application in every-day life situations. The mastery of those bodies of knowledge, the acquisition of those habits and skills, and the development of those attitudes which are essential to successful living, together with the ability to apply them successfully in life situations, is the very essence of training for social efficiency. How to secure in "all the children of all the people" so desirable a result, from the standpoint of mastery and use, is the quest of modern education through the educative process.

How shall we go about the achievement of this result? What readjustments will it require, and how may they be made? What progress has been achieved thus far in the desired direction? These and other related questions are in all of our minds as we try to think fundamentally regarding the topic before us. Any fundamental development of the topic must propose answers to these questions either directly or by implication.

Viewing the situation by and large in the United States, the technique of teaching in guiding the learning of pupils leaves much to be desired before the goal set above for achievement can be reached or even approximated. Although a few centres afford evidences of fundamental progress toward better procedures, the description, as Dewey wrote it in 1902, of how teachers and administrators conceive that education takes place, may be quoted here with certainty that it characterizes with reliable accuracy the plans generally in use today.

The following illustration shows the procedure of a fourth and fifth grade adjustment class in approaching the problem of learning to use the dictionary through learning to use the telephone directory. The similarity of the dictionary and telephone directory was noted by the pupils and from this grew a great interest in the telephone directory and in learning to use the telephone. From the teacher's report I gather the facts herein presented. After noting the similarity of the dictionary and telephone directory, as to the order in which words occur, the children went home and examined their own or their neighbor's directory. One child brought an old one for the class to see. The children wanted to be assigned names to look up in the telephone directory. The teacher thought that would be a good thing to do, if they only had enough directories for the class. The children offered to get old books from home and ask neighbors for theirs, but one boy covered the situation fully at one sweep by asking his father, who worked for the telephone company, to loan him twelve directories. The children not only learned how to use the directory, but discussed the importance of using the directory accurately. They investigated what becomes of old directories, why new ones are necessary, the importance of keeping the directory clean.

The children wanted experience in using the telephone, so they made a number of miniature telephones upon which they practiced at school. After they felt they knew how to use the directory, many pupils wanted to call the teacher at her home in order to convince her that they had profited by the school experience. For a few days the teacher permitted this for thirty minutes daily. In securing their directories and in gathering information growing out of their discussion and study of the telephone, it was necessary to write a number of letters. The social procedure of using the telephone, including the essentials of politeness, was well mastered by the children. Near the close of this interesting study the teacher arranged with the manager of the telephone company to visit the exchange office, which was just two blocks from the school.

This comment from the teacher is worthy of note: "This project had educative value because its outcomes helped to adjust the children to the useful life situation of using the telephone directory intelligently. It extended the command of oral language as it may be employed over the telephone."

Another illustration is chosen from a study of stamps by a fourth grade class. The class became interested in the difference in stamps through their Junior Red Cross correspondence. Initial questions asked were such as: Why are the stamps used by various nations so different? Do the stamps of all countries differ from those we use in the United States? While the study began with those two questions, it was found that before it was completed the following and other questions had been answered: the variation of stamps in design; how designs are made on stamps; how stamps are made; why just anyone cannot make and sell stamps; why do all

stamps have water marks and how may one test for them; how stamps are perforated and canceled; the range of value in stamps in our own country; how history is recorded on stamps; why old rare stamps are so valuable.

The teacher's notes show that the following subjects contributed in the study: Geography, history, language, penmanship, craft work, art, elementary civics. The children learned about the processes of mixing dyes, embossing, lithographing, perforating. Many of the children started to make stamp collections. One boy had a friend who had a very valuable stamp collection and through him they were able to visit it. The children were much interested and surprised to learn the great amount of money that is spent annually for stamps and particularly to learn of the efforts which had been made to counterfeit stamps.

The above illustrations were so reported as to bring out the life-likeness of the learning situations and the contribution of each subject to the solution needed in the situations. Such learning uses only the socially valuable in books, omitting the useless and encyclopedic information (of which there is much) which is of little or no value. It is omitted in the solutions involved in a real situation because it is not needed in the problems under the solution and so does not come in at all. It is evident that what is learned is definitely dovetailed and matrixed. It is impossible to keep it separated and compartmented in terms of subjects.

What is necessary in order that educative experiences of the type illustrated may be brought to all children and that this way of promoting learning may become universal in its use? Time will permit a brief discussion of but three changes that are needed in present practice in order that improvements of the sort desired may be brought about. In the first place, the content of each subject needs remaking and reorganizing to the end of insuring that textbooks and teachers shall cease to consume the child's time with any material that hasn't a life use for both the child and the adult. Information of the encyclopedic factual sort that is not useful in the solution of life problems should be omitted from being taught at all except as it is required in the development of the problem under discussion. How to find it, if it is ever needed, in dictionaries, lexicons, encyclopedias and other sources of reference should be taught, and the pupils should be experienced in using these sources to gather information, and in organizing it and bringing it to bear upon their problems and difficulties. But as encyclopedic information to be mastered and stored for the possible day of need, it has no place in the pupil's textbook. It

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is as dry as dust and as useless under such conditions as Adam's brindle ox. It is unnecessary to illustrate here the vast quantities of it that are being taught in nature study, science, geography, history, civics and the like. Since these materials are of little or no life use, they cannot be learned in the sense of seeing and appreciating their significance. Of course, therefore, they cannot be integrated for use in solving some life situations where they may be applicable.

In the second place, not only does the content of each subject need reworking as suggested above, but there is crucial need of a new synthesis of knowledge. The public school is responsible for equipping its pupils for living in the United States of America.

What is subject matter? Simply answered it is anything in man's natural or created environment that is available for the use of anybody to enable him to learn something that he does not know. Whatever may enable a person to learn and become educated is, from the school standpoint, subject matter. It may be a fact, a principle, or a process. A flower, a wrench, a window glass, a hinge, an account of the discovery of America or the Constitutional Convention, the vision of Sir Launfal, or a beautiful symphony is subject matter. Each may be used by a person to learn something that he does not know and for which he may have need.

How does subject matter happen to be available for the education of people? The answer is found in noting that subject matter is of three kinds, the natural environment unmodified, man's discoveries about nature through use and scientific investigation, man's inventions in meeting the problems of life. Man's natural environment is a rich source, an inexhaustible mine, of valuable information. To know even in unscientific ways one's natural environment is to be liberally educated. "The heavens declare the glory of God; and the firmament showeth his handywork." Man's natural environment as interpreted by scholars has given us extensive libraries of scientific literature. So vast is this body of subject matter that no scholar can hope to know it all. Its value in the practical affairs of every-day living is inestimable. Man's inventions have produced a varied and valuable mechanical environment.

Thus it is clear that subject matter is available by reason of man's rich physical heritage, by reason of man's efforts to understand and use this heritage, and by reason of man's effort to improve upon nature through discovery and invention. What man knows is due to some need he has had for knowing in order that he might live more happily, economically and efficiently. The total outcome of his efforts is a body of results which are available to all for their education and socialization. Man produces subject matters, in other words, when he needs something and, spurred by that need, succeeeds in producing a result that satisfies that need.

When do people outside of the school use subject matter and what subject matter do they use? The general answer clearly is that a person uses subject matter when he is in need of help. It is then that he goes searching to find the results of the experience of other people who at some earlier time have met a problem similar to the one now confronting him. The problem may be as simple as how to answer a formal invitation to dinner. If the earlier experiences of other people have brought a solution to his problem and he can learn of this solution he can apply it to his own need at a great saving of both time and expense, perhaps. This simple case clearly illustrates when subject matter is used and just what subject matter is used in a life situation.

The use of subject matter in daily life may be illustrated indefinitely. When an attorney looks up the law and the court decisions in the application of that law, he is applying subject matter in the solution of a problem presented by a certain set of facts. When the physician is confronted by an unusual and baffling set of symptoms, he goes to the known reliable sources of help to find from the experiences of others an answer to his questions, a solution to his problem, a means of mastering the difficulty which confronts him. Just what earlier experiences the attorney looks up depends on his specific questions, problem or need. Similarly, just what earlier experiences the physician informs himself about depends upon the particular questions he needs help in answering, upon the specific difficulties and obstacles he needs help in overcoming. Many other simple illustrations will occur to you.

The results of the earlier experiences which may bring help to one in need exist in many forms. Some of them are in books—dictionaries, encyclopedias, special treatises, school textbooks, and the like. Some of them have not yet been recorded in books and are available only by seeing the persons who had the experiences that may afford help. Sometimes the result of an earlier experience in meeting a problem is a tool, such as a wrench, or a machine, such as a churn. In fact, any tool or piece of machinery is the result of man's experience in meeting some real life need. After it has once been produced it is available to anyone who knows of it in meeting a similar need.

To the teacher subject matter is a means of

bringing these stimuli and environmental influences to bear upon children which are considered essential to the growth and development that the teacher is responsible for promoting in his pupils. Subject matter is his means of inspiring his pupils to assume duties and undertake responsibilities which give rise in the course of their execution to questions, problems, difficulties, needs. Subject matter is also the source of the help which pupils must secure in order to answer their questions, solve their problems, remove their difficulties and satisfy their needs—all of which must be done if understanding and mastery are accomplished by pupils. It is through the process of answering important questions, solving meaningful problems, removing hindering difficulties and the like that sufficient knowledge and skills are gradually acquired to render a person efficient socially.

In closing it will be well, in the interest of clearness, briefly to summarize and relate this discussion of the uses made of subject matter by teachers and pupils in the educative process, to the three characteristics of child nature which make education possible. It must be borne in mind that the three steps in any pupil's learning experience are: (1) Experiencing the effects of stimuli, impressions; (2) understanding and mastering certain effects of the stimuli; (3) giving expression through use to the effects derived from stimulation and interpretation.

In school, as in life, true conditions for thoroughly motivated learning and for the production of well integrated results are only present when the pupils are endeavoring to live, to create—in short, to do something that to them is meaningful and significant and that is to them of gripping concern and importance. It is under conditions where pupils are carrying responsibilities, taking on duties and executing enterprises that true learning occurs. Where problems are met that the pupils want solutions for, questions arise that they must answer, difficulties and obstacles appear that they must remove and real needs present themselves that must be satisfied. In securing the desired results help is sought and received from all sources and subjects and experiences. Each bit of help is used where it aids. There is no effort or thought to keep it labeled by the subjects from which it comes or to keep it logically outlined or definitely compartmented. It is used and blended in the life struggle to meet the eminent needs of the present situation. Learning that is thus acquired is not only economical and fundamental, but it provides help for use and application in all life situations where it is usable.

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Personal and Professional

HELEN M. HAZEN, one of the highly efficient supervisors of Elizabeth, New Jersey, goes to the State Department of Education, selected by State Superintendent John H. Logan before he took up the work as superintendent of Newark. Mrs. Hazen has demonstrated rare professional skill, and is widely and appreciatively known in the state.

SARAH FULLER, who died in her home, Newton, Massachusetts, on August 1, was a pioneer with Dr. Samuel G. Howe of Boston, in teaching the deaf to talk, and was the first teacher of Helen Keller. She was associated with Alexander Graham Bell, whose teaching of the deaf and study of acoustics led him to invent the telephone. Miss Fuller was in her ninety-second year when she died. She was a pupil in Boston in the days of Horace Mann. She was a famous educator for more than half-a-century.

JOHN E. BRITTAIN, who died in Melrose, Massachusetts, on August 9, was the best known railroad agent in New England for forty years, representing the Chicago and Northwestern railroad, especially during those years in which there were great educational excursions. His efficiency and personality endeared him to a wide circle of friends.

H. G. SWANSON, dean of State Teachers College, Kirksville, Missouri, has resigned to become dean of the Kirksville College of Osteopathy and Surgery. Much as he has enjoyed his seven years on the faculty of the Teachers College there are opportunities in the deanship to which he goes that especially appeal to him. Only those who know the Kirksville College of Osteopathy and Surgery can realize how thoroughly collegiate it is, and Dean Swanson will magnify this feature. Indeed, he has been selected for this deanship because the college desires the highest plane of scholarship in its activities. President Eugene Fair of the State Teachers College stated the sentiment of the students, the faculty, and the State Board when he wrote to Dean Swanson, regretting his resignation. "As dean and teacher your work has been so outstanding that you are recognized as an educational statesman of the first rank. Incessant worker, original thinker, sympathetic and joyful leader of the students and faculty, you will be greatly missed in this institution. My faith and trust in you have been and will remain steadfast and true."

Our personal association with Dean Swanson has been exceptionally close through the seven years he has been at the Teachers College, and we endorse most unreservedly all that President Fair has said.

FRANK E. HANSCOM, principal of Gould Academy, Bethel, Maine, for thirty years, has spent the summer in Europe, as friends of the Academy provided adequately for this trip for Mr. and Mrs. Hanscom as an appreciation of the thirty years of successful leadership of the institution. During Principal Hanscom's administration the attendance has twice doubled, the number of buildings has increased from one to eight, the faculty from three to fourteen, teacher training, household arts, and manual training courses have been added, and the equipment of the school brought up-to-date in every particular.

In conferring the degree of Master of Arts Bates College used the following cameo: "In recognition of his scholarly spirit and attainments, of his earnest and fruitful devotion to study under many difficulties, and of his high ideals and efficient work as a teacher and a builder of character." Bowdoin College also honored him with the Master's degree. Mr. Hanscom's professional leadership is ardently appreciated by New England educators.

EDWARD O. SISSON, professor of philosophy, Reed College, Portland, Oregon, and of the faculty of Harvard summer session, 1927, is one of the prominent educational writers and lecturers of the day. Dr. Sisson has an unusual professional record. He earned academic degrees in State Agricultural College, Manhattan, Kansas, and University of Chicago, and a doctorate of philosophy in Harvard, with extended work in the University of Berlin.

Dr. Sisson has been director of Bradley Institute, Peoria, Illinois, assistant professor in University of Illinois and director of Department of Education, University of State of Washington. He has been state commissioner of education of Idaho, and president of the State University of Montana. Since 1920 Dr. Sisson has been professor of philosophy in Reed College.

A. W. CLEVENGER, appointed a high school inspector of the University of Michigan, has been for six years superintendent of Wakefield, one of the largest and most progressive township school systems in Michigan. He was assistant inspector of high schools at the University of Illinois prior to his superintendency in Wakefield. Dr. J. B. Edmondson has been made director of the division of University inspection of high schools, and Mr. Clevenger joins his staff.

CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

The Ten Trees

There was once a wise Master who planted ten apple seeds in one corner of His garden. Nine seeds sprouted into vigorous plants, but the tenth was so spindling and weak that the chief gardener went to the Master and said: "The tenth sapling has no promise in it. Shall I dig it up and set another in its place?" Then the Master walked into His garden and looked down on the tenth sapling and said: "Let it stand! Who knows what spirit is working in the roots?"

That winter the snow came down silent and white, and drifted into the orchard and little brown mice scampered over the white drifts and, because they were hungry, nibbled at the soft bark of the ten trees. Because the bark of the tenth tree was the softest they ate so much of it that when spring came the chief gardener, seeing the damage, went to the Master and said: "The mice have girdled the tenth sapling. Shall I dig it up and plant another in its stead?" Again the Master went into His garden and looked at the tree, then He called for tar and sealed up the wounds and said: "Let it stand! Who knows what spirit is working in the roots?"

Summer came and with it great storms and the lightning forked out of the sagging darkness of rumbling clouds and struck the tenth sapling, mangling its limbs and searing it with a jagged tongue of fire. Then the chief gardener approached the Master and said: "Surely, now, I shall dig up the tenth sapling and plant another in its stead. Behold the lightning has come and blasted it to the ground." The Master grew sorrowful but again He rose up and went into His garden and propped up the broken limbs and sealed the wounds and said: "Let it stand! Who knows what spirit is working in the roots?"

And the day came at last, one sunny fall, when nine trees stood laden with glorious globes of soft-colored fruit. Amid the dark green of the leaves apples of scarlet and russet and mulberry hues glowed softly in the morning sun, and the Master rejoiced as He tasted each and found it as appealing to the tongue as it had been to the eye. When he came to the tenth sapling He was sad, for there was no fruit upon the limbs. "Now," said the chief gardener, "I shall dig up this tree, for the Master sees that its spirit is barren and of no use in the world." At that the Master smiled and pointed to the earth and the chief gardener cried out with joy, for there half hidden in the grass glowed a huge apple of such perfect golden hue that it delighted the very soul to gaze upon it. "Behold the fruit of the tenth tree," said the Master. "I prize it above all the rest because the spirit working in the roots was mightier than devouring mice or even a bolt from heaven. Take up the golden apple and place it in the middle of the feast to lend glory to all the rest."

Dear girls and boys: A thing well done in spite of difficulty renders two services; one to the world that needs it and the other to the character of the one who does it.

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Partnerships

Have you ever thought over your partnership with God? Have you ever thought over your other partnerships? When a farmer goes out to plow does he not write a partnership agreement with the earth in every furrow that he turns? When a man builds a dam does he not sign a partnership with the waters of the river that fills the dam? When a man thinks a big thought and thus creates a new industry such as the telephone or wireless, does he not sign a partnership with the whole world?

Now the success of every partnership depends on how well the parties work together. If the farmer plow but the earth remains barren there is no grain; if the farmer plow but plant no seed there is no grain either. If the man build a dam on a dry stream there is no power for his mill; while if the man build a dam on a full stream but supplies no mill there is no power created for the world use. If a man think a great thought and make no use of it there is no progress for the world, while if he think a great thought and the world rejects it there is no progress either.

Suppose, then, that we are in partnership with God. He supplies the life; the food; the soul; the great natural laws; the world beneath our feet; the glorious sun above our heads; the flowers; the fruits; the forests; the streams; the gentle rain; and the very air we breathe.

That is the contribution of a loving Father to a vast partnership with every one of His thinking creatures.

What is man's contribution at the very best? What can the truest and wisest man bring to this marvelous partnership? Surely not life; that comes from God; not the mountains nor the rivers, nor the vast sea, nor the fertile fields, nor the glorious sun, —not one of all these things that minister to his comfort.

All man can bring to the partnership is a loving spirit, an appreciation of his great Partner's goodness, a will to do justly and honestly the things that will advance the general business of creating a happier and better spiritual world here on earth.

The true partner of God is the person who does His will in all things, knowing that in so doing he is advancing the cause of all good things, in that mighty business of the soul that covers the wide universe from star to farthest star.

Mary-Quite-Contrary

Little Mary-Quite-Contrary was having her usual afternoon huff. She had lost her slipper. Just where she had lost it she did not know, but she was very angry just the same. She tossed her golden curls and pushed out her lips and slapped her little dog.

"Of course," she cried, shrilly, "that old slipper had to go and get itself lost just when I wanted to wear it over to Susan Jane's." With that she hunted under the apple tree and behind the barn and down by the spring, but nowhere could she find the slightest trace of it. At last she stopped, out of breath, beside the big brown pump. Right in front of her was a graceful jewel plant loaded down with the most beautiful blossoms to be found anywhere, and strangely enough each blossom looked exactly like her lost slipper. There they all hung, turning this way and that, as the breeze stirred them. "Oh," cried Mary Q. "If you were only big enough I could wear you over to Susan Jane's." It may have been only a gurgle in the throat of the old pump or it may have been the voice of a fairy in Spiritland that answered her. "Would you like a new pair of slippers to wear today?" "Indeed I should," answered Mary Q. as though speaking to herself. "Just take your choice," said the gurgle in the pump. "Take any pair you please." "What fun!" cried Mary Q. as she picked off two of the slippers on the jewel plant. No sooner had she broken them from the bush than they grew in her hand until they were just the right size. "Oh, Goody!" cried Mary Q. "See how beautiful they are and how nicely they fit. Now I can run over to Susan Jane's." Off she romped. She was surprised at how light her feet seemed in the jewel-plant slippers. She came

to a briar patch and tried to go around it but in spite of all she could do, the slippers walked right through the thickest and thorniest spot and, of course, Mary Q. had to go with them. "Outch!" she cried. "You nasty thorns. I hate you.. I'll send the gardener to cut you all down." On she went, however, until she came to a muddy place in the road. She tried to go around it, but strive as she would, the slippers walked right through the deepest and muddiest place and, of course, Mary Q. had to go with them. "You nasty mudhole," screamed Mary Q. "You've ruined my new slippers. I hate you and shall have the road-man fill you up." When she had cleaned her slippers she went on again and, by and by, came to a big root that stuck up out of the ground. She tried to go round it but in spite of all she could do the slippers walked right into it and, of course, Mary Q. had to follow, bumping her shins and falling heavily on her hands and face. "Oh, you beastly tree," she cried, looking up. "I hate you and shall have the forester come and cut you down." When she had rubbed her shins and dusted off her hands she went on again and came at last to the home of Susan Jane, where a dozen young folks were dancing on the grass. "Come and dance," cried Susan Jane. "Indeed I shall," answered Mary Q. as she joined the throng, but when she tried to dance her slippers went this way and that and, of course, her legs went with her slippers and she went with her legs until all the little boys and girls were laughing until the tears came. "You horrid things," screamed Mary Q. "I'm going straight home again," and off she went, bumping into the tree again, walking through the mudhole, and scratching her legs in the briar patch. When she reached the old pump she sat down on the curb and tried to pull off the jewel-plant slippers.

"I hate you, too," she cried, as she tugged and pulled. "You got me into a peck of trouble."

Strive as she might she could not budge the slippers. At last she buried her face in her hands and cried bitterly.

"Oh, what shall I do? What shall I do?"

There was a gurgle in the throat of the old pump.

"When you can walk through the briars and not blame the briars, and stamp through the mudhole and not blame the mudhole, and bump into a root and not blame the root and not blame the tree, and lose your slipper and not blame the slipper,—then, young lady, you can get rid of the jewel-plant slippers and walk once more in the plain leather ones."

Little Mary Q. rose up, a sadder and wiser girl, and found her own slipper just where she had laid it, beside the milk can in the cream kitchen.

Wild Asters

If you walk along any country road these beautiful fall days you will see on all sides of you the blue and white glory of the wild asters. You will say in your heart: "How like twinkling stars they are; whole constellations of them; cloudy milky ways that run along the road as far as eye can see."

For countless ages people have been looking up to the far shining stars and saying: "They are little windows in the floor of heaven," or "God must be in His Heaven, for His lights are lit," or "We know there is a God because the stars shine over us." And, while these people have been right in all they say, at the same time associating the stars with God has tended to place Him very far away, beyond the sailing clouds, and the blue sky, in a heaven from which He must look down millions of miles upon the little folk upon the earth.

The blue, starry asters speak differently of God. You and I, as we see them shining in the morning light, can say: "We know God is there beside the winding road, because the starry asters are in bloom."

This thought spreads heaven all around us. It brings God so close to us that we feel him at our elbow as we walk. We do not have to look off into the blue sky to speak to Him. We can whisper in our hearts and He can hear and answer us.

So, when we see the blue asters shining by the yellow winding road, we know that "God's in His Heaven, (here on earth) and all is well."

A Wonderful Machine

Yesterday there was a gorgeous cloud in the western sky. It was richer in color than banks of golden azalea. It swam in a sea of liquid purple like an island in a fairy's dream. Today there is a storm cloud in the same spot. It has thunder rolled in the masses of its heavy folds. Tomorrow! Who knows what kind of a cloud will occupy the scene?

What a wonderful world we live in and how busy we all are about unimportant little things! We stick a pin in our finger and nothing matters in the whole universe except the pain in the finger. We need a new hat and we plan for days just how to get it and what it shall be like. At ten-thirty each day we begin to wonder what kind of a dinner we shall eat at ten minutes past twelve. Our whole day is given over to little things that relate in some way or another to the comfort and welfare of our body. Now the sad part of all this is the fact that the body is only part of us and a very unimportant part at that. It is only the machinery. The mind is the other part. The mind behind the machinery that tells the legs to move and the arms to swing and the eyes to look and the heart to beat. This mind has business of its own. It wants to create happiness. It wants to see beauty. It wants to hear good music, and it wants to love God and be kind and patient with its fellow-minds. Instead what do we make it do? We make it plan to put a cap on the head of the machine, socks on the machine's feet and food into the machine's stomach, all of which is right and proper, if we would only give the mind a chance now and then to do the things it would really like to do. And who is this WE that is so powerful as to make the mind tend the machines when it wants to do something else? Why, this WE is the soul that is in us. The strange, mysterious soul that is so wonderful and yet about which we know so little. Let us talk to our souls and tell them that while we want the machine well cared for we want a little more attention paid to the improvement of our minds. And yet, in spite of all I have just said I am wondering what kind of day it is going to be tomorrow.

How Character Chats Are Best Utilized

After the teacher has read one of the "Chats" to the class, a pupil, previously designated as "judge" for the day, takes the teacher's place at desk or platform and asks what the class thinks about the story. When a number of pupils have expressed themselves freely the "judge" quickly decides which pupil has given the best interpretation. This boy or girl automatically becomes "judge" for the next day.

In order that the lesson of the "Chat" may become the children's own possession the teacher herself should refrain from comment. By all means let the pupils talk it out among themselves. Only when her opinion is directly asked should she enter into the discussion.

"Character Chats" are successfully utilized in all grades from the fourth to the ninth, inclusive, and in junior high schools. Any teacher having a specific character problem upon which help is desired, is invited to address the author, in care of this magazine.

EDUCATION IN ACTION

Equality of Opportunity Needed in School Program

An educational system which provides the same course of study, the same subject matter, the same objectives, and the same school atmosphere for a group of 1,000 children, of which but 2.3 graduated from college, is admittedly unfair to most of the other 997.7 pupils, according to Mr. J. Wright, director of the Federal Board of Vocational Education. "It is evident," he says, "that equality of opportunity in our present system of education is not afforded to the mass of our children. Where large groups find it necessary to leave school for economic reasons before they have completed the entire program quality in the democracy demands that an opportunity be given for them to return to school during a part of the employed day or upon their leisure time. But whether from necessity or not, the economic fact remains, that the great mass of children go to work as soon as the laws of the various states permit."

Spread of Atheism In the Schools

Atheism is spreading with astonishing rapidity in the schools, colleges, and universities of the country, and is even extending into juvenile ranks, according to Homer Croy, a writer and novelist of long experience, who has been investigating the situation for The World's Work. In eighteen months, he writes, the American Association for the Advancement of Atheism, whose object is to undermine the churches and to drive God out of the schools, has succeeded in establishing chapters in twenty colleges and preparatory schools, edged its way into three high schools, founded a junior atheistic movement, begun teaching atheism on one ship of the United States Navy, and affiliated with itself a number of members of faculties. And, according to President Charles Smith, the Association is just getting a start. The scientists, he says, are "a splendid help."

College Students Ask For Greater Freedom

The recent majority vote of Princeton undergraduates in favor of self-government is the latest incident in a process of fermentation which is apparent in many American colleges. This declaration of independence, like some others, asserts Professor Robert M. Lovett, of Chicago University, had its origin in a commonplace and trivial assertion of authority. This is the most advanced case of the demand for constitutional rights on the part of college undergraduates in the United States. Students are seeking freedom to express their opinions and the right to hear speakers whom they like. As the students can defeat censorship by holding a meeting off the campus, it would seem the part of wisdom for the authorities to permit in the matter the fullest measure of self-determination. A third outstanding question between students and their masters is that of student participation in educational policy, involving criticism of the work of the faculty. The Harvard Crimson, an undergraduate publication, has assumed a role of independent criticism in regard to courses offered and methods of conducting them which is worthy of the best traditions of Harvard freedom of thought. At Dartmouth President Hopkins invited a group of twelve men of the class of 1924 to devote the time equivalent to one course to the study of the Dartmouth curriculum. The group suggested a number of drastic changes. More and more are recognized the interest and reality imparted to the educational process by student participation. In seeking this the American student shows himself as coming of age, taking his place alongside his European and South American contemporaries. President MacCracken, of Vassar, has expressed the hope that student representatives may be admitted to full participation in the faculty, as in some cases representatives of the faculty are admitted to full participation on the Board of Trustees. Students and faculty are naturally allies; their fruitful concurrence is the fundamental element in a university. The field of their co-operation, however, is education. One essential of reality in the proposal is that the student be in college for the purpose for which the college exists. Another is that the faculty shall retain or resume its control over the education and discipline. Otherwise it has nothing to share with students except another illusion, concludes Professor Lovett.

Latin America Seeks To Reduce Illiteracy

Many of the Latin-American republics report the carrying on of campaigns against illiteracy. The President of Honduras has recently authorized country-wide vacation classes to be taught by students of secondary and professional schools, as well as by pupils in upper grades of elementary schools. In Guatemala City, Guatemala, an institute for the reduction of illiteracy has been incorporated. In Colombia an annual prize is given to the director of the primary school who has taught the largest number of adult illiterates, and other prizes are offered to pupils who have taught other persons to read and write.

Costa Rican Pupils Are Taught English

Seven teachers from the United States have recently been engaged to teach English in the schools of Costa Rica. English is now taught in all secondary schools of Costa Rica. The new teachers have been engaged in an effort to introduce the study of the language in the elementary schools as well. One teacher will be assigned to the elementary schools in the capital of each of the seven provinces.

Educator Advocates Teachers' Training

Educators are under a greater stress than ever before, declares Mrs. Susan M. Dorsey, superintendent of Los Angeles schools. It is necessary for them to increase their fund of knowledge and their ability to apply it. The great increase in general information and the marvelous social changes of the last decade, exceeding in variety those of a century before, make it necessary for educators to have a greater variety of preparation and depth of knowledge, she believes. "Training schools must be multiplied and corps of instructors improved in order to supply the public schools with teachers of the calibre needed."

Tremendous Waste In Musical Education

About $360,000,000 of the $900,000,000 spent annually for musical education was wasted because eight-tenths of the country's pianos were always out of tune, is the assertion made recently by Charles Deutschmann, of Chicago, president of the National Association of Piano Tuners. He said that a piano needed frequent tuning, and that when it got out of tune the musical ear did likewise and because a large percentage of the instruments were always out of tune the musical education of a large proportion of students was foredoomed to failure.

Student Tours World On Lottery Winnings

Alexander Kasarinoff, a Russian, twenty-seven years old, who recently arrived in this country, is making one of the cheapest first-class round-the-world trips on record. He is a student at the Polytechnic Institute at Leningrad and in his spare time works in a match factory in that city. For fifty kopeks, about twenty-five cents, he bought a ticket in a lottery organized by an aviation society in Moscow. The society sold 2,000,000 tickets. There were sixty-three prizes and the first three paid for voyages round the world for the winners, valued at $3,000 each. Kasarinoff was the only one who desired to travel, the two other winners taking cash. In addition to his traveling and hotel expenses the Russian student has $17.50 daily for spending money. The match factory, by order of the Soviet, has to pay his salary while he is away. One of the requirements is that he is to travel by airplane as much as possible.

Must Eat Snakes To Join Club

Eligibility to the Den of Rattlers Club recently formed at the Pennsylvania State College is confined to persons who have eaten rattlesnake flesh. The club started with almost thirty members. The class, largely comprising women who teach nature study, camped in Stone Valley in the Seven Mountains, where several rattlers were caught. The snakes were dressed and eligibility to membership was made contingent on eating some of the fricasseed "dainty." The club membership now represents ten states and it is planned to take in new members each year.

Links School And Politics

Professor David Snedden, of the department of education, Teachers College, Columbia University, recently said it was unnecessary to separate schools and politics completely, as schools and politics were naturally and properly closely affiliated. If there is anything that belongs in politics it is the school, he declared. He added that it is the "nasty quality of politics" that must be kept from education.

New System Lessens Illiteracy in China

A young Chinese graduate of Yale is revolutionizing the life of one-fourth of the human race, according to Lennig Sweet, Boys' Work secretary, Y. M. C. A., Princeton-in-Peking. As founder of the Popular Education Movement, he is gradually teaching the people of China to read and write at the rate of a million a year, at a cost to each pupil of ninety-six hours' time, and to the community of the equivalent of fifty cents per scholar. Y. C. James Yen with his associates picked out a vocabulary of 1,000 essential characters from the spoken language, and used them to prepare four textbooks. In each book are twenty-four lessons planned for the twenty-four weekdays in a month. Any lesson can be learned in an hour and a half, and the whole course may be mastered in four months, a total of ninety-six hours. Over 3,000,000 textbooks have been sold.

Dedicate Home For Retired Teachers

A building in Buenos Aires, Argentina, the cornerstone of which was laid by the President of the Republic, will provide a home for retired teachers. The teachers of the nation were assisted financially in the construction of the building by the city of Buenos Aires and by the Federal government.

Cripple's Baskets Educated Son

James Ahern, of Media, Pa., died recently in the Philadelphia General Hospital, where he had spent the last eighteen years on a cot. He had suffered a broken back when he fell from a hay wagon and was never able to walk. Although confined to his bed a hopeless cripple, Ahern, through basket-weaving, which he engaged in while in the hospital, sent his son Joseph through grammar and high school with the income from his handiwork.

Army Courses By Mail

More than 30,000 men, a number equal to the combined student attendance at Harvard, Yale, Princeton, Notre Dame, Leland Stanford, Dartmouth and Drake Universities, are now enrolled in the United States Army Correspondence School, it is announced at the War Department. The school was inaugurated five years ago as one of the means of providing military training economically to the citizen soldier. At the present time a total of 321 sub-courses of instruction are given. The student body is made up largely of reserve officers of the army.

College Students In the United States

Comparing the number of college students in America with other countries, a study disclosed by President McVey of the University of Kentucky, shows that the United States is far in the lead with more than double the number in England, France and Germany combined. The actual figures cited, compared to America's 850,000 are: England, 65,000; France, 53,000; and Germany, 123,000.

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BY BERTHA B. AND ERNEST COBB

THE ARLO PUBLISHING COMPANY
NEWTON UPPER FALLS, MASS.

Boston Schools Have Nutrition Supervisor

A supervisor of nutrition classes has been appointed in the school department of the city of Boston. This action is the result of examination last year of 65,000 children, when it was found that 1,399 needed special observation and care.

Employee Education Found Profitable

Whether he be a white-collared employee on a salary, or an overalled workman on a wage, industry recognizes that it is to the great mutual benefit of both employer and employee that the latter's education be furthered by industry. In a report to the convention of the National Electric Light Association, Chairman Fred R. Jenkins of the Educational Committee said: "Education of employees has long since ceased to be considered an expense and it now is considered a very profitable investment." The committee reported that in many instances the companies pay all or part of the tuition fees of courses employees are encouraged to take. The results have been greater efficiency of the worker, with consequent improvement of service, as well as a happier outlook on life on the part of the employee, who thus has been enabled not only to advance his own general and technical knowledge, but has been placed in splendid position for advantageous promotion.

Dutch Princess Must Be Commoner in School

Queen Wilhelmina's eighteen-year-old daughter, Princess Juliana, will begin her studies at the famous Dutch University in Leyden next September. The Queen has decided that the young princess must mix freely with the other girl students, and while she is at the University she will drop her rank and be known as plain Miss Louise Van Buren, to which name she is entitled by the fact that one of the Queen's titles is Countess Van Buren. Louise is the princess's second Christian name, which she took from Louise de Coligny, the second wife of William the Silent.

More Freedom For Students

More freedom, not more restriction, is the need of American college girls, according to Miss Elizabeth Curtis, who, representing the Student Friendship Fund, recently finished a tour of colleges and universities in many states. "I have great confidence in student groups and in their mature outlook, their poise and their ability for achievement," she says. "Many student bodies are hampered by restraint and restriction imposed by faculties or boards of trustees."

TREND OF THE TIMES

STEAM for power, heating and electric generation is purchased by New Yorkers to the extent of 7,000,000,000 pounds a year. Combustion engineers who made the survey call it prophetic of the time when householders will buy steam instead of running furnaces.

FEMALES ENGAGED in trades or professions total one-sixth of the population in Germany, according to computations by Dr. Agathe Lasch. In Britain it is one-sixth and in the United States only one-fourteenth.

SAXONY is without any unemployed and is clamoring for workers of all kinds. There is not one jobless person in the former German kingdom, according to recent statistics, while farmers and manufacturing concerns are seeking additional help. Factories want highly skilled labor and offer chances of long employment.

THE PULPIT at the present time is a resort for the discussion of everything under the sun except the Gospel, asserts Rev. Dr. John Roach Straton, pastor of the Calvary Baptist Church, New York City.

LONGEST DISTANCE ever attained in commercial radio phoning—a stretch of 7,500 miles—was achieved recently when wireless telephony was successfully inaugurated between Berlin and Buenos Ayres, Argentina. Greetings were exchanged between German and Argentine government officials.

CHICAGO'S BUSINESS section is the noisiest of any city in the world, according to Professor Donald A. Laird, of Colgate University, reporting on noise tests. "If it is true that London's noise costs $5,000,000 a year, it is costing Chicago much more," he declared. "We have found that noise is costly, since it affects error, speed of output and fatigue," he said.

DESIRING PEACE does not insure peace, even though Americans desire continued peace, declares Major General Charles P. Summerall, Chief of Staff of the army. "History shows that wars descend upon nations that do not desire them," he said, "while rarely has war been forced upon a strong nation ready for war. Weakness, not strength, invites aggression. Our armies always have been raised after the people through their representatives in Congress had recognized a state of war forced upon us by an enemy. Since 1920 we have had for the first time a real military policy in the national defence act, whereby a partly trained military organization can be expanded to combat strength."

TARIFF WALLS of Europe have got to be lowered, it is everywhere conceded, if there is to be any real and quick economic recovery and prosperity, declared Dr. Nicholas Murray Butler on his return from Europe. "The exaggerated and almost hysterical nationalism, particularly in the newly made nations, which has followed the war," he asserted, "complicates and retards the process of economic cooperation and recovery."

ALIENS ENTERING the United States in the fiscal year ended June 30 numbered 538,001. The country's net gain in immigrants and visitors was only 284,493, due to the departure of 253,508 foreigners. The net gain in the previous year was 268,351.

BOMB INSURANCE amounting to $100,350,000 was underwritten in Boston in one day during the height of excitement over the Sacco-Vanzetti case. Banks, factories, churches, motion picture theatres and public buildings were covered by insurance against explosions, strikes, riots and civil commotions. The above amount brought the total to $200,350,000 for Boston alone. Similar policies totaling hundreds of thousands of dollars were issued in other New England cities.

HANDSHAKING PROVED so strenuous to the Prince of Wales while crossing Canada that when he had reached the province of Manitoba he began to hold out his left hand in greeting. The many receptions accorded him, with the usual handshaking sessions, evidently decided him to give his right hand a rest.

ENGLISH CANNING factory, which had great difficulty in inducing its girl employees to keep their hands clean, overcame the difficulty by providing manicure treatment for all newcomers. Vanity did the rest. The girl who had been once accustomed to well manicured hands kept up the standard.

LYNCHING last year occurred in ten states of the Union, the same as in 1924 and 1925. States that never have had a lynching are Massachusetts, New Hampshire, Vermont and Rhode Island.

The BOOK TABLE

SPEAKING AND WRITING ENGLISH. By Bernard M. Sheridan, Superintendent, Lawrence, Massachusetts; Clare Kleiser, Principal, New York City; and Anna I. Mathews, Principal, Junior High School, New York City. Teaches a few fundamentals thoroughly. Book I, Third Grade; Book II, Fourth Grade; Book III, Fifth Grade; Book IV, Sixth Grade. Chicago, New York, Boston: Benjamin H. Sanborn & Company.

Superintendent Sheridan, of Lawrence, Massachusetts, has demonstrated rare skill in the making of books that teach a few fundamental things thoroughly and provide abundant practice in these few fundamental things. No one has done it better.

A distinctive feature of the books is the use of hundreds of children's paragraphs to illustrate the points of the lessons and to establish standards of achievement in composition for both the teacher and the pupil. In these books such examples are found on every page. The children will probably learn more about composition from these paragraphs alone than from futile talking about composition.

There is emphasis on speech training. The written composition is subordinated to oral composition and the development of the former through the latter. It limits all composition to a single short paragraph.

Nearly one-third of the lessons are given over to speech practice and language games. At this stage right speech is a matter of the ear and the speech muscles. The school's most effective device for breaking down bad speech habits is to have the pupils, in as natural situations as can be set up in the schoolroom, say and hear the right forms often enough to make them sound right.

There are spelling lists comprising most of the commonly misspelled words.

DIRECTED HISTORY STUDY, BOOKS II AND III. Students' Workbooks in United States History. By Charles C. Scheck and M. Althea Orton. Kraft. Yonkers-on-Hudson, New York: World Book Company.

These two workbooks for seventh and eighth grades are organized in accordance with the problem method. Each book provides material for a full year's work, with problems, study directions, guides, questions, maps, new-type tests, page references to twenty-two textbooks, suggestions for outside reading, and space for the student's own written work and for illustrations and current events clippings. There are many instructional devices included to guide the student in correct habits of study and to develop constructive thinking. They will encourage careful organization of subject matter.

Book II, for seventh year, covers the period from discovery to the end of the Revolution. Book III, for eighth year, covers the period from the adoption of the Constitution to the present time.

SEX HYGIENE: THE ANATOMY, PHYSIOLOGY, AND HYGIENE OF THE SEX ORGANS. By Dr. Julia Kinberg von Sneidern and Dr. Alma Sunquest. Translated by Mary E. Collett, Ph. D., Western Reserve University. Cloth. Illustrated. 114 pages. New York: Henry Holt and Company.

This scientific and wholesome treatment of what was until recently a delicate or forbidden subject was first published in Sweden fifteen years ago and this is the translation from a Swedish edition of two years ago. It has the latest hygienic information. It is not intended as a secondary class text, but rather as supplementary reading for teachers and college students.

SUPERVISION AND TEACHING OF READING. By Julia M. Harris and H. L. Donovan, both of George Peabody College for Teachers, Nashville, and Thomas Alexander, Teachers College, Columbia University. Cloth. 470 pages. Richmond, Virginia: Johnson Publishing Company.

The fact that many excellent books on learning to read have been published recently makes it all the more important that there should be a book on "Supervision and Teaching of Reading," for each of these books champions some special theory, plan or "psychology" of teaching reading. Inevitably every such book is a challenge to some other system or method, so that if a teacher studies any one of them she has a confusing complex.

Guy Whitehead, assistant superintendent of Louisville, three years ago had this to say of the situation, after the teachers had heroically tried to teach reading in the best way: "Though the principals had attacked nearly every type of supervisory problem which could arise in school they had dissipated their energies to such a degree that at the end of the school year it was hard to find any very definite objectives they had obtained."

This highly attractive book professionally is an heroic attempt to turn a "violet ray" upon all of the elements afloat in this complex, eliminating every non-essential and purifying everything left, until there are nearly 500 pages of distilled pedagogy.

THE HIGH SCHOOL PRINCIPAL AS ADMINISTRATOR, SUPERVISOR AND DIRECTOR OF EXTRA-CURRICULAR ACTIVITIES. By Alexander C. Roberts, President of the State Teachers' College, San Francisco, and Edgar Marion Draper, University of Washington. Foreword by Lotus D. Coffman. Boston, New York, Chicago, Atlanta, San Francisco: D. C. Heath and Company.

Dr. A. C. Roberts, new president of State Teachers' College, San Francisco, made his initial reputation, which has followed him in his deanship of the State University of Washington, as high school principal, Everett, Washington. It was in this position as high school principal that he was recognized as one of the educational leaders of the Pacific Northwest.

In this book, much of the detail of which has been prepared by his associate on the faculty of the University of Washington, Dr. Roberts is passing on to the secondary school principals the spirit and sanity, the virility and vision which were so much in evidence in Everett, where he exemplified all the characteristics emphasized in this book as unofficial ambassador of the school to the community, as interpreter to the school of community educational ideals. He must master the technique and mechanism of publicity that he may keep before the people the needs and accomplishments of the high school. He must carry to the newspapers, the churches, the clubs and other social and service organizations the selected information about the school which will promote active interest in the school.

Knowing Alexander Crippen Roberts as we did in Everett as high school principal and later as superintendent, we can see how in a large sense "The High-School Principal" is an autobiography and more, the portraiture of his vision as it has been magnified in university experience, where he has dealt with the products of the high schools.

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GRINS BETWEEN GRINDS

He Was Right

"Dear Romeo," wrote the ardent Minerva to her steady, "don't fale to come over Sunday."

Without a moment's delay Romeo wrote in a large, bold hand: "Dearest Min, there is no such word as fale." —Buffalo Bison.

Worth Waiting For

The minister was hard at work repairing the fence of his chicken yard. Noticing the careful attention given to the work by a small son of his next-door neighbor, the clergyman asked kindly:—

"Are you getting some points on carpentry, Harold?"

"No, sir," said Harold. "I'm just awaitin' to hear wot a preacher says w'en he smashes his thumb wit' de hammer."

Against the Law

"I'm going to marry a pretty girl and a good cook."

"You can't. That's bigamy."—Santa Fe Magazine.

An Endurance Test

"Not a bad looking car you have, Jim; what's the most you ever got out of it?"

"Six times in one mile."—Rotary Monitor.

Maybe So!

"Well," said the husband, "have you found out anything about the social standing of the new folks across the street?"

"Not yet," was the reply. "They have no car."

"No?"

"Yes; and they have no poodle, no phonograph, no radio, and not even a grand piano. I can't imagine what they have got."

"Humph," remarked friend husband, "perhaps they have a bank account."

Station W-E-L-L

The mother was ill in a home where a radio had recently been installed. The doctor came and small Emily looked on wonderingly as he used the stethoscope. "What station is he trying to get, mother?" she asked, when she could no longer contain her curiosity.

No Time for Thought

In a Pacific coast town there had been a slight earthquake shock, and Messrs. Clancy and Callahan had both felt it.

"Patrick," said Mr. Callahan, solemnly, "what did ye think whin first the ground began to trimble?"

"Think?" ejaculated Mr. Clancy, with scorn. "What man that has the use of his legs to run wit' and his lungs to roar wit' would be after thinkin' at a toime like thot?"—American Legion Weekly.

Then What?

A widow ordered a tombstone for her late husband, and requested that it bear the following line: "Rest in Peace." She informed the monument maker that she was about to go to her lawyers to have her insurance adjusted.

The next day she re-visited the monument man and told him that all of the insurance left by the late deceased was invalid, and requested him to add the inscription: "Until We Meet Again."

The Result

"Did you give your wife that little lecture on economy you talked about?"

"Yes."

"Any result?"

"Yes—I've got to give up smoking." —Answers.

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JOURNAL MAIL BAG

Uses of Tests

Editor, Journal of Education:—

The Stanford Achievement Tests were used. The big aim was to find the weakness of each pupil or the difficulty that was obstructing the pupil's progress. The results were analyzed for the purpose of applying remedial instructions.

Several children were found who failed to read comprehendingly. These were placed in two groups of ten children each and remedial work was begun. Book III of the Standard Test Lessons in Reading Comprehension (McCall and Crabbe) was used. These lessons are all timed for speed and comprehension. A daily score was kept. These scores were a great incentive to do better work.

Each lesson had to be read in three minutes and several questions on the text answered.

The children who read these timed lessons gained from two to two and one-half grades (2—2 1-2) in their reading comprehension by the time they had finished the booklet. There are ninety-four lessons in Book III.

Those children who achieved superior scores were placed in a rapid division and with special help made an extra grade.

The test papers (The Stanford Achievement Tests were used) were talked over with various individuals who needed help in a special subject. Also in some cases the child's achievement test and scores were talked over with the child's parent. The scores were carefully explained; why and where the child had failed or had done well.

Both the children and the parents were delighted with these tests (Stanford Achievement). The impersonality of the test appeals to everyone.

The papers were filed and kept for handy reference. The scores for each subject, together with the corresponding grade, were placed on the front page of the booklet, so that the teacher had the educational profile of the child at a glance.

Bell Willson.

Sophie J. Mee School,
Mount Vernon, N. Y.

Meetings To Be Held

SEPTEMBER.

26-October 1: National Safety Council: William H. Cameron, 108 East Ohio Street, Chicago, Illinois; Chicago, Illinois.

OCTOBER.

3-7: Playground and Recreation Association of America: Howard S. Braucher, 315 Fourth Avenue, New York City; Memphis, Tennessee.

12-14: Wyoming State Teachers Association: B. H. McIntosh, Cheyenne H. S., Cheyenne, Wyo.; Cheyenne, Wyo.

13-15: Vermont Women Teachers Club: Thelma L. Hoyt, Burlington, Vt.; Burlington, Vt.

20-22: Indiana State Teachers Association: Charles O. Williams, 205 Hotel Lincoln, Indianapolis, Ind.; Indianapolis, Ind.

20-22: Northeast Missouri District Teachers Association, Kirksville, Missouri: H. G. Swanson, Sec'y., Kirksville.

20-22: Utah Education Association: D. W. Parratt, 317 State Capitol, Salt Lake City, Utah; Salt Lake City, Utah.

21: Franklin County Teachers Association at Greenfield, Mass. Ernest L. Lawton, president.

21-22: New Hampshire State Teachers Association: Florence H. Hewitt, 24 Chauncey St., Portsmouth, N. H.; Concord, N. H.

24-29: Washington Education Association: Arthur L. Marsh, 707 Lowman Building, Seattle, Washington; Wenatchee and Longview, Wash.

27-28: Illinois State School Board Association; Mrs. G. A. Stover, Oak Park, Illinois; Urbana, Illinois.

28-29: Council of Education of the State of New Jersey: J. Heward Hulsart, Dover, N. J.; Newark, N. J.

27-29: Rhode Island Institute of Instruction: Clarence W. Bosworth, 33 Blackamore Avenue, Eden Park; Providence, R. I.

29: Secondary School Examination Board: Francis L. Lavertu, Hill School, Pottstown, Pa., vicinity of Boston, Mass.

NOVEMBER.

2: National Committee for Mental Hygiene: Clifford W. Beers, 370 Seventh Avenue, New York City; New York City.

3-5: Iowa State Teachers Association: Charles F. Pye, 415 Shops Building, Des Moines, Iowa; Des Moines, Iowa.

3-5: Kansas State Teachers Association: F. L. Pinet, Topeka, Kansas; Topeka, Wichita, Salina and Pittsburg, Kansas.

3-5: Wisconsin Teachers Association: E. G. Doudna, 717 Beaver Building, Madison, Wis.; Milwaukee, Wis.

4: Iowa Association of Teachers of English: Mary Maude Shuell, 650 16th St., Des Moines; Des Moines, Iowa.

5: Wisconsin Association of Mathematics Teachers: Ada M. Parsons, W. Division H. S., Milwaukee, Wis.; Milwaukee, Wisconsin.

5: Women's Educational and Industrial Union: Leah Tapper Cadbury, 264 Boylston St., Boston, Mass.; Boston, Mass.

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9-12: Missouri Society of Teachers of History and Government; Lottie Huff Soldan High School, St. Louis, Mo.; St. Louis, Mo.

9-12: Missouri State Teachers Association: E. M. Carter, Columbia, Mo.; St. Louis, Mo.

10-11: Annual Meeting of Illinois Vocational Home-Making Teachers, Sherman Hotel, Chicago.

10-12: Minnesota Education Association: C. G. Schulz, 919 Pioneer Building, St. Paul, Minn.; Minneapolis, Minn.

10-11: Missouri Council of Teachers of English: Mary Woods, State Teachers College, Springfield, Missouri; St. Louis, Mo.

11-12: Vocational Conference of the Illinois Home Economics Association, joint meeting with Illinois Society for Vocational and Practical Arts Association, Sherman Hotel, Chicago.

17-19: High School Conference: H. A. Hollister, University of Illinois, Urbana Ill.; Urbana, Ill.

17-19: Illinois City Superintendents Association: H. B. Black, Mattoon, Illinois; Urbana, Illinois.

21-25: South Dakota Education Association: N. E. Steele, Perry Block, Sioux Falls, S. D.; Aberdeen, S. D.

23-25: Co-operative Education Association of Virginia: J. H. Montgomery, 422 State Office Building, Richmond, Va.; Richmond, Va.

24-26: National Council of Teachers of English: W. Wilbur Katfield, 506 W. 69th St., Chicago, Illinois; Chicago, Illinois.

26: College Conference on English in the Central Atlantic States: Norman E. McClure, Penna.; Military College, Chester, Pa.

DECEMBER.

2-3: Association of Colleges and University Unions: Edward S. Drake, Ohio State University, Columbus, Ohio; Iowa City, Iowa.

26-30: Oregon State Teachers Association: E. F. Carleton, 498 Salmon St., Portland, Ore.; Portland, Ore.

27: National Council of Geography Teachers: George J. Miller, State Teachers College, Mankato, Minn.; Nashville, Tenn.

27-29: National Commercial Teachers Federation: John Alfred White, 818 Monroe St., Gary, Indiana; Kansas City, Mo.

28-30: National Association of Teachers of Speech: H. L. Eubank, Albion College, Albion, Mich.; Chicago, Illinois.

29-31: Modern Language Association of America: Carleton Brown, Bryn Mawr College; Bryn Mawr, Pa.

28-30: American Historical Association: John S. Bassett, 58 Pomeroy Terrace, Northampton, Mass.; Washington, D. C.

28-29: Pennsylvania State Education Association: J. Herbert Kelley, 400 No. 2d St., Harrisburg, Pa.; Lancaster, Pa.

1928

February 25-March 1: Department of Superintendence, Boston, Mass.

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